

Teachers: Trained in Rosetta Stone to learn basic units of French, Spanish, and German.

Students: 5th and 6th graders (higher elementary unit) across a school district between the many elementary schools

Overview: Through semi-independent study with [Rosetta Stone](#), students will engage in learning a language of their choice (Spanish, French, German) and will be then matched with other students from other schools in the school district. Using [Skype](#), those students will be able to communicate in their new language and practice conversation and vocabulary. Students will be encouraged to seek out diversity within their communities and engage in personal communications with native speakers, if possible. Also a [wiki](#) will be incorporated in which all students participating and their instructors will be able to post short few-sentence long silly stories, questions on grammar and pronunciation, and general nuances of the language can be discussed. Students will also be encouraged to create podcasts in which they read small sentences and the like in their language and their partners would be able to translate and vice versa, etc, et al.

Lessons:

Introduction: Show documentary clips involving the influence that immigration has had in the area over the years, (incorporate Ellis Island, etc.) Offer students the opportunity to share about their own experiences and backgrounds. Teacher should have handout of positive things about each nation and its native speakers. In general, attempt to make students excited about the prospect of learning a new language while in relation teaching them about how when others came here speaking another language they then learned English. And if they can do it, you can.

Sign Up Time!: Students at this point would be able to select which track they would like to head down. Students would be offered the opportunity to choose from 3 languages, Spanish, French, and German.

Beginning: Class is designated a 45-minute to an hour block of the school day to use the Rosetta Stone software to begin their understanding of the language. Students are monitored by the teacher but are encouraged to progress on their own. Teacher tracks progress by simple standards (Hi, how are you, etc.)

As they progress: After a few weeks of Rosetta Stone's famous Dynamic Immersion, students should be progressing in their language. At this point, students will be able to start connecting through Skype with students from other schools in the district once a week (say Thursday around 12) in which they will be able to conduct small conversations and, if necessary, simple peer tutoring. The advantage of students interacting with students from other schools in the district is that it will take them out of their comfort zone, introduce them to other students they will potentially be attending junior high and high school with and offer them the opportunity to practice without potentially being embarrassed by the fact that they don't necessarily know as much as their friends.

Incorporating the wiki: By now, the teachers may have been able to implement the wiki but if not this is an excellent chance. The teachers can start a free wiki that students have access to as well and students

will be able to post questions, silly stories, experiences, etc. that they can share with their peers and instructors. The wiki also becomes an asset in the sense that teachers can begin to formulate ideas for real world application of their students' progress.

At this point: Students have been working through this routine of Rosetta Stone and Skype for about the length of a marking period. While all teachers involved should be able to keep track and tabs of their students, the process has the potential to be more specialized. With this said, the community-based integration becomes a viable possibility. Teachers should seek out native speakers within the communities, high school language teachers, etc. Another possibility is hooking up internationally with students from other countries and native speakers.

In conclusion: Hopefully, this gets students excited about the idea of learning new languages. The utilization of emerging technologies will give students an edge over other peers who have not had the same experience. The implementation of the community-integration will give students real-world experience to match their technological learning environment.

Hurdles include: Obviously, money, time, and experience all are going to get in the way of the implementation of this lesson plan. In an ideal setting, students will become immersed in their language and be more prepared than most of their peers going into junior and senior high. Students around the world are learning second languages far earlier than American students, so this potentially could be a great stepping stone for educators in forwarding our progress as multilingual learners.